



Schools for Every Child

Scheme of Delegation

We are an education Trust that is committed to running dynamic, ever-improving schools. We work to make sure that every child feels they belong in their school where they feel safe and inspired by learning. For us, learning is an adventure. It is a privilege and a responsibility for all who work with us to ensure that the journey through school is exciting, challenging, caring and enriching, and that every child experiences joy, wonder, calm and success.

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Author	Lee Faris
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“The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance”. (DfE)

Approval History

Committee Approval	Status	Next Review Date
Board Meeting 8th July 2024	Review in progress Submitted for Ratification Live Policy	July 2025

Contents

Objectives for The Scheme of Delegation	3
SECTION 1	
Purpose and context of the scheme of delegation	4
Schools for Every Child Governance Structure	5
Schools for Every Child Delegation and decision-making matrix	6
Schools for Every Child Roles and Responsibilities Summary	11
SECTION 2	
Areas of Delegation to the LSB from the Schools for Every Child Board	15
Delegation of financial duties 24-25	19
Delegation of Operational decisions	19
Schools For Every Child CATEGORIES OF SUPPORT	24
Risk Management	25
SECTION 3	
Appendices	
1. Board of Trustees - Function and Purpose	26
2. Board of Trustees Terms of Reference	28
3. Board of Trustees Education and Standards Committee Terms of Reference	31
4. Board of Trustees Audit & Risk Committee Terms of Reference	34
5. Board of Trustees Finance & Resources Terms of Reference	37
6. Trustee role description	40
7. Trustee Code of Conduct	42
8. LSB Generic Terms of Reference	45
9. LSB Code of Conduct (inc Agenda Cycle)	48
10. Agenda Cycle for LSBs& Governor Responsibilities	50
11. Trust Procedure for recruitment of LSB co-opted Governors	54
12. Trust Wide Policies Schedule	55
13. School Policies Schedule	58

OBJECTIVES FOR THE SCHEME OF DELEGATION

This Scheme of Delegation is intended to ensure effective governance of the Trust. It sets out the parameters of operation, lines of accountability, roles, and responsibilities of all stakeholders at each level to enable clear decision making and action across the Trust.

It provides an overview of the guiding principles being followed, based on the ethos and vision for Schools for Every Child, determining the allocation of responsibilities through a more detailed listing of the governance tasks/responsibilities across the Trust to improve clarity on the governance work required, linking these to the three core strategic functions of governance.

In particular, it clarifies the powers of decision-making and action of the Academy Committees known as the Local School Boards (LSBs).

The following documents provide the value structure and delivery context for the Scheme of Delegation:

- Schools for Every Child Trust Development Plan
- Schools for Every Child School Improvement Offer
- Schools for Every Child Financial Regulations
- Schools for Every Child HR Policies and Procedures
- Schools for Every Child Safeguarding policy and procedures
- Schools for Every Child Health and Safety policy and procedures
- Schools for Every Child Risk Management Policy and Procedures

All of the current versions of the above are available on the Schools for Every Child website and are reviewed regularly.

This Scheme of Delegation applies to the following schools and will apply to any other schools who join Schools for Every Child in the future:

- Rayleigh Primary School LSB
- Wyburns Primary School LSB
- North Crescent Primary School LSB

SECTION 1

1.1 Purpose and Context of the Scheme of Delegation

The purpose of the Scheme of Delegation is to ensure consistency of operation of the schools and the Local School Boards within the agreed parameters set by the Board of Trustees, whilst also enabling the schools to respond to and meet the needs of their pupils through the Learner First framework. It explains the roles and responsibilities of all those involved in the governance of Schools for Every Child and their decision-making powers/levels of authority.

Schools for Every Child Trustees focus on the following six core functions:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organization and its pupils, and the performance management of staff.
- Overseeing the financial performance of the organization and making sure its money is well spent.
- Ensuring that safeguarding and promoting the welfare of children is the priority at all times, together with providing a safe environment in which children can learn
- Ensuring the voices of stakeholders are heard.
- Manage risks to ensure effective operation of the Trust and to maintain a risk register.

This Scheme of Delegation clarifies how these core functions are delivered and founded on the principles of the Trust Charter as follows:

Shared Moral rooting- The driving force that gives ethical and moral validity to the organization. A higher purpose that can be relied upon to drive the organization. A rooting is long-lasting and outlives the wishes of one individual or another: **UNICEF rights of child**

Shared Values- Actions and things we do day to day; we live our values to get to our vision:

Altruistic- Doing good things whenever, however and to whomever you can

Pioneering- Striving to discover new things and exceed expectations

Ethical- Making conscious decisions to be kind and fair

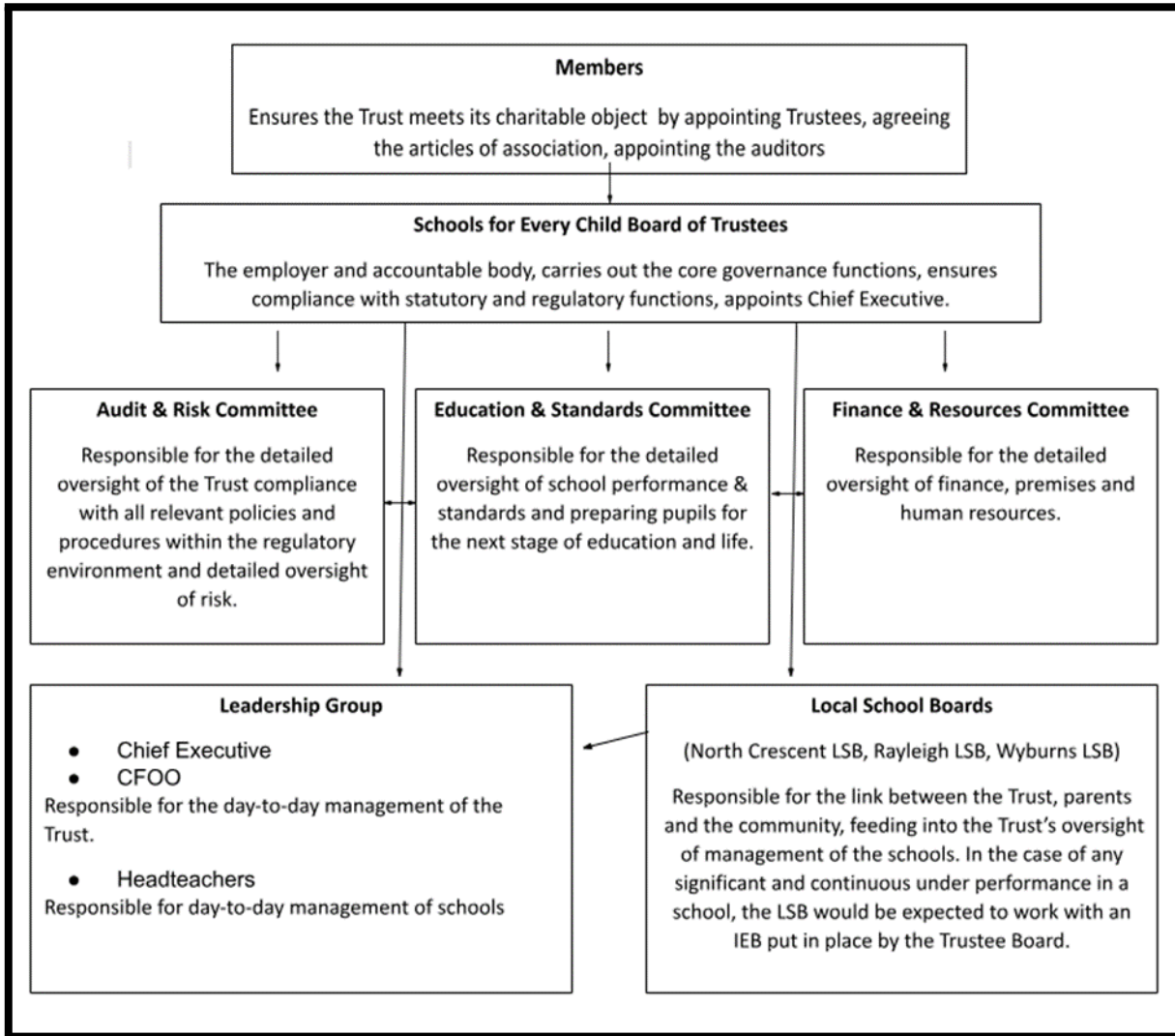
Shared Vision- an aspiration for the future. This holds the different parts of the organization together. The shared vision is something each part works towards, in its own way. Specific enough that it stands you apart from others in the same field.

Nurturing Brilliance, Guiding Exploration, Cultivating Respect- Schools that put their learner's individuality, curiosity, and dignity at the forefront, **preparing them for the world that awaits**.

Individual Mottos- How a specific part of an institution meets the shared vision and how that small part of the organization is unique yet connected to the whole Central Team and Trustees : **Making decisions that put the learner first**

Trust Financial responsibilities are covered in the Trust Financial Regulations that are updated in line with the Academies Trust Handbook.

1.2 Schools for Every Child Governance Structure



1.3 Schools for Every Child Delegation and decision-making matrix

Trustees are legally accountable for all statutory functions and the performance of all the schools within the Trust. Therefore, they reserve the right to overrule any decisions that may undermine those functions or create risk to the Trust/schools.

✓- Accountable for governance function and decision-making to meet statutory expectation/comply with the articles of association and funding agreement. Answerable for the task being delivered. Only one person/group can be accountable for each task/decision.

R – responsible for delivery/does the work to achieve the task. Can be shared between groups/individuals

C - to be consulted prior to a decision being made. Communication is two-way as stakeholders or providing specialist knowledge

Governance function		Members	Trust board/ Board committees	CEO / Accounting officer	LSBs	HT
BOARD BUSINESS	Appoint/remove Members and Trustees	✓				
	Appoint/remove co-opted Trustees; elect Board chair		✓	C		
	Board committee chairs: appoint and remove		✓	C		
	Co-opted LSB members: LSB to recommend to Board for approval		✓		R	C
	Appoint and remove LSB chairs : to be elected by LSB and submitted for approval to Trust Board		✓		R	C
	Removal of non-elected LSB governors		✓		C	
	Named safeguarding Trustee and named SEND Trustee: appoint and remove.		✓	C		
	Trust governance professional : appoint and remove		✓			
	Clerk to LSBs: appoint and remove		✓		C	

BOARD BUSINESS	Articles of association: review		✓			
	Articles of association: ratify	✓				
	Governance structure for the Trust: establish and review annually		✓	C		
	Committee terms of reference and Scheme of Delegation: annually		✓	C		
	Annual schedule of governance business: agree		✓	C	C	
	Self-review of Trust board and committees: annually		✓			
	Self-review of LSBs: annually & submit to Trust Board		✓		R	
	Chair's performance: carry out 360° review periodically		✓			
	Individual Trustee contribution: review annually by Chair		✓			
	Individual LSB member contribution: annually by LSB Chair				✓	
GOVERNANCE REPORTING	Publish governance arrangements on Trust and schools' websites		✓	R		R
	Annual report on the performance of the Trust: submit to members and publish – included in the annual accounts		✓	C	C	
	Review of board effectiveness in Chair's report to members		✓	C	C	
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit to members and Companies House		✓	R		
	ESFA required reports and returns submit to ESFA		✓	R		
	Annual review of the scheme of delegation		✓	R		
	Annual report on work of LSB: submit to Trust				✓	C

STRATEGY AND VISION	Determine Trust's vision, strategy, and key priorities: approve		✓	R	C	C
	Determine schools' vision, strategy, and key priorities within the context of the Trust's vision etc: approve			✓	C	R
	Establish risk register, review and monitor		✓	R	C	C
	School level management of risk: LSBs to receive and monitor school risk registers – reporting to Trust			C	✓	R
	Developing stakeholder partnerships strategy across the Trust		✓	R	C	C
	Developing stakeholder partnerships at school level			C	✓	R
	Ensure Trust wide policies which reflect the Trust's ethos and values.		✓	R	C	C
	Determine and agree policies to operate at school level		✓	R	✓	R
HUMAN RESOURCES	Chief executive officer/ Accounting officer: appoint and dismiss		✓			
	Performance manage CEO		✓			
	Headteachers: appoint and dismiss		✓	R	C	
	Determine Trust executive team staffing structure		✓	✓		
	Determine school staffing structure			✓	C	R
	Conduct performance management of the Chief Executive		✓			
	Conduct performance management of CFOO			✓		
	Conduct Performance management of Headteachers			✓	C	
	CEO pay award: agree		✓			
	Headteachers' pay award: agree		C	✓	C	
	Review and agree staff appraisal procedure and pay progression		✓	R		C

HUMAN RESOURCES	Agree Trust wide pay policy, terms, and conditions of employment		✓	R		
	Determine disciplinary and capability policies		✓	R		
	Implement disciplinary and capability policies - CEO		✓			
HOLDING TO ACCOUNT	Ensuring Trust compliance (e.g., safeguarding, H&S, employment): agree auditing and reporting arrangements		✓	C		
	Ensuring compliance in the schools (e.g. safeguarding, H&S, HR etc)			✓	C	R
	Monitoring progress on Trust key priorities: agree reporting arrangements		✓	C		
	Monitoring progress on key priorities in the schools: agree reporting arrangements			✓	C	C
	Additional Ofsted and/or other regulatory visits: agree		C	✓	C	C
FINANCE AND ESTATES	External auditors: appoint and remove	✓	C	C		
	Action recommendations made by external auditors		✓	R		
	Chief financial officer: appoint		✓	C		
	Trust's scheme of financial delegation: establish, monitor and review		✓	C		
	External auditors' report: receive and respond		✓	C		
	Budget plan to support delivery of Trust key priorities: agree		✓	R		
	Budget plan to support delivery of schools' key priorities: agree			✓	C	R
	Benchmarking and Trust wide value for money: ensure robustness			✓		

FINANCE AND ESTATES	Monitoring budget at Trust level: agree reporting		✓	R		
	Monitoring budget at school level			✓	C	R
	Approve trust-wide estate vision, strategy and asset management plan and arrangements for monitoring school estate to ensure it is safe and well maintained		✓	C		
	Monitor school estate to ensure it is safe and well maintained – Headteachers responsible for individual schools			✓	C	R
EDUCATION	Set targets for Trust outcomes		✓	R		
	Trust Quality System: agree		✓	R		C
	Trust curriculum/school curriculum and curriculum policy: approve		✓	R		C
	Development and delivery of curriculum			✓	C	R
	Plan and deliver individual school improvement interventions			✓	C	R
	Agree Trust behaviour policy		C	✓	C	C
	Implement behaviour policy			✓		R
	Review suspensions & exclusions (mix of LSB and Trustee members)		✓		✓	R
	Agree admissions policy		✓	R	C	C
	Admissions appeal process		✓	R	C	C
	Determine complaints policy		✓	C	C	

1.4 Delegated powers by Board of Trustees to Chair/Vice Chair to take decisions in cases of urgency (Extract from Articles of Association)

The Schools for Every Child Board of Trustees has agreed the following delegation of functions in cases of urgency - *“The Board of Trustees will conduct all its business through its schedule of meetings and the procedures which govern them with the following two exceptions: (i) an emergency meeting may be convened in addition to those scheduled and with less than seven days’ notice); (ii) exceptionally circumstances may arise when a delay in exercising a function of the Trustee Board is likely to be seriously detrimental to the interests of (a) the schools; (b) a pupil/s at one of the schools (or their parents); or, (c) a person who works at one of the schools.*

In the circumstances outlined in paragraph 1 above, the Chair (or the Vice Chair in the absence of the Chair) has the power to carry out those functions of the Governing Body. Should the exceptional circumstances outlined in paragraph 1 above arise; the Chair (or the Vice Chair in the absence of the Chair) will consult the Chief Executive or such other expertise as may be advisable. When the Chair (or the Vice Chair) exercises a function of the Trustee Body in the circumstances described in paragraph 1 above, the Chair (or Vice Chair) will account for this to the Trustee Board as soon as is practicable after the event.

2 Schools for Every Child Roles and Responsibilities Summary

2.1 Members

- The members of the Trust are guardians of the governance of the Trust and must ensure it carries out its charitable object.
- The members agree the Trust's articles of association, appoint Trustees and appoint the Trust's external auditors.
- The members receive information about the Trust's business and receive the annual report and accounts.

2.2. Trustees

- The Trust is a charitable company and so Trustees are both charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors (within the terms of the Companies Act 2006).
- Trustees are bound by both charity and company law so the terms ‘Trustees’ and ‘directors’ are often used interchangeably. At Schools for Every Child we use the term ‘Trustee’ to avoid any confusion with the executive posts.
- Trustees are responsible for the general control and management of the Trust in accordance with the provisions set out in the Memorandum and Articles of Association and its funding agreement they are legally accountable for all statutory functions and for the performance of all the schools within the Trust; they do this by carrying out the core governance functions.
- The Board of Trustees must approve a written scheme of financial delegation. Trustees have chosen to delegate to three board committees and academy committees known as Local School Boards (LSBs) therefore have approved a written Scheme of Delegation and committee terms of reference.

- The Trust has created information pathways between the Trust board, LSBs and the chief executive so that LSBs can share with them any concerns (or celebrations) they may have.

Schools for Every Child Trustees focus on the following six core functions:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organization and its pupils, and the performance management of staff.
- Overseeing the financial performance of the organization and making sure its money is well spent.
- Ensuring that safeguarding and promoting the welfare of children is the priority at all times, together with providing a safe environment in which children can learn
- Ensuring the voices of stakeholders are heard.
- Managing risks to ensure effective operation of the Trust and to maintain a risk register.

2.3 The Role of Schools for Every Child Board committees

The Board of Trustees is responsible for delivery of the 6 core functions identified in section 2.2 above. Trustees delegate some governance functions to board committees. The committee structure is designed to ensure that these duties are discharged effectively across all operations of the MAT. In addition, all members adhere to the 7 (Nolan) principles of public life through the Trustee Code of Conduct. The committees ensure that there is an integrated approach to curriculum and financial planning and that the MAT complies with its charitable objects identified in the Articles of Association.

There are four categories of Trust Board sub-committees as follows:

2.3.1 Education and Standards

On behalf of the Board of Trustees, the committee's purpose is to monitor that the highest standards of teaching, learning and learner care are being delivered consistently across the individual schools within the Trust. In addition, to monitor that all learners and staff are being given the opportunity to make individual progress and fulfill their potential through an ambitious curriculum that enables them to gain the knowledge, cultural capital, and skills to succeed in life.

2.3.2 Finance and Resources

The committee is responsible for the detailed oversight of finance, premises and human resources. It has the delegated authority to review and approve expenditure in accordance with the Trust Finance Regulations and Scheme of Delegation as approved by the Trust from time to time. It is responsible for the areas of Finance, Premises and Human Resources.

2.3.3 Audit and Risk

The committee is responsible for maintaining detailed oversight that the Trust board complies with all relevant policies and procedures within the regulatory environment thus ensuring the probity of the Trust. The committee is authorised by the Trustee Board to investigate any activity within its terms of reference, and to seek any information it requires from staff, who are required to cooperate with the committee in the conduct of its enquiries. The committee will identify the reports/data it requires from management to enable it to fulfill its function.

2.3.4 Local School Boards (LSBs)/ Academy Committees

There are three LSBs currently; each operates as a Trustee Board subcommittee and they also work consistently with each other.

Trustees also delegate some governance functions to the Local School Boards, thus creating the third tier of governance within the structure. This separation of individuals on each tier strengthens transparent decision-making and the governance checks and balances within the Trust. The LSBs are responsible to the Board of Trustees who approve the appointments of the chairs, and the co-opted LSB members.

2.4 The Role of the Chief Executive (CEO)

- The Trustees delegate the day-to-day management of the Trust to the chief executive, line managing them in line with the Trust's appraisal and performance management policies.
- The chief executive is the accounting officer and so is not only responsible for the performance of the Trust as a whole but has a personal responsibility to parliament for the regularity, propriety and value for money, and for assuring the board about compliance with the funding agreement and the Academy Trust Handbook.
- The chief executive is responsible for the leadership and management of the central executive team and the schools' headteachers and will report to the Trust board and its committees.

2.5 The Role of the Chief Finance & Operations Officer (CFOO)

- The CFOO is responsible for the financial oversight, including budgeting, financial planning, and ensuring the financial stability of the Trust. This includes preparing and presenting accurate financial reports and ensuring compliance with statutory requirements.
- The CFOO oversees the Trust's operations, including facilities management, health and safety, procurement, and ICT services, ensuring efficiency, cost-effectiveness, and regulatory compliance.
- The CFOO ensures value for money in all financial and operational activities, monitors financial performance, identifies cost-saving opportunities, and drives financial efficiencies across the Trust.
- The CFOO contributes to strategic planning, risk management, and professional development within the Trust, ensuring alignment with the Trust's mission and objectives, and may act as a deputy for the Chief Executive when necessary.

2.6 The Role of Headteachers

- The Chief Executive delegates the day-to-day management of the Trust's individual schools to their headteachers, line managing them in accordance with the Trust's appraisal and performance management policies. The headteachers operate as members of the executive leadership of the Trust with the CEO and CFOO.

- Headteachers share information about how the Trust is managing the school with their academy committees (LSBs) so that committee members build an understanding about how the school operates and are enabled to monitor and scrutinize how key policies and improvement plans are working in practice.

2.7 The Role of the Central Team

- The Central Team is responsible for overseeing and supporting schools within the Trust, working under the direction of the Chief Executive and in support of the Chief Finance and Operations Officer (CFOO) to deliver statutory functions.
- The team provides expert advice and support to schools through a structured support ticket system. While offering this additional advice, the team's primary responsibilities and day-to-day roles must be respected and balanced effectively.
- The Central Team collaborates closely with school leadership to ensure compliance with statutory requirements, enhance operational efficiency, and promote best practices across the Trust.
- The team plays a crucial role in implementing the strategic initiatives set by the Chief Executive and the Trust board, ensuring that all schools within the Trust benefit from cohesive and consistent support.
- The Central Team supports the CFOO by contributing to financial oversight, operational management, and compliance efforts, thereby ensuring that the Trust's financial and operational activities align with legal standards and the Trust's strategic objectives

2.8 The Executive Leadership Team (ELT)

- The Headteachers will form part of the Trust Executive Leadership Team (ELT) to collaborate with the CEO, the CFOO, and other headteachers in promoting the effective development of the Trust. This includes refining the Trust-wide vision and values, while encouraging individuality.
- The ELT is responsible for moving all schools forward through peer monitoring, developing a Trust-wide CPD offer, and ensuring fair treatment of all employees. They work collaboratively to support each school, sharing responsibility for their success and overall thriving.
- The ELT supports each other to ensure that schools and the central team work within balanced budgets. They share best practices across the Trust to enhance performance and cohesion, and actively drive improvement and innovation.
- The ELT champions a culture that encourages headteacher individuality and autonomy while maintaining shared roots as a Trust and working within an agreed common framework. They leverage collective expertise and resources to benefit every school.
- Each ELT member will be the Trust-wide lead for a specific area based on their skill set. They lead, develop, and support the direction, vision, values, and priorities of their schools, ensuring that all schools thrive.
- The ELT develops, implements, and evaluates the Trust's policies, practices, and procedures. They lead and manage teaching and learning, ensuring accurate self-evaluation to inform improvement planning.
- Each ELT member is responsible for safeguarding and promoting pupil welfare within their school. They play an active role in the ELT to ensure the Trust's strategic objectives are successfully realised, working collectively to support all schools

At the heart of our Trust lies the principle of collective responsibility. Every member of our Executive Leadership Team, along with all staff, is committed to supporting each school within our Trust. We believe that the success of one school is the success of all, and as such, we work collaboratively to ensure that every school thrives. By sharing best practices, resources, and expertise, we foster an environment where all schools can excel. Our united approach ensures that each student receives the highest quality education, and every staff member is treated fairly and supported in their professional development.

Once a decision is made, all members of the Executive Leadership & Central Team are expected to support it publicly. This unified front is crucial in maintaining the integrity and effectiveness of our Trust's leadership. Together, we uphold the vision and values of our Trust, driving continuous improvement and innovation for the benefit of our entire community